

■ Proposal: A More Flexible Tuition Refund Framework (Model)

1. Background

At many universities, tuition is generally non-refundable once enrollment is completed, based on institutional regulations.

While this approach is legally valid, it may create challenges in terms of transparency and student understanding, especially when the relationship between tuition and actual use of educational services is unclear.

This issue is particularly relevant in distance learning programs, where access to education often requires additional steps such as material requests or online system usage.

2. Issue

- The relationship between tuition and actual service usage is not always clear
 - Students may bear full costs even without meaningful access to educational services
 - While legally acceptable, there are concerns regarding clarity and fairness
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3. Proposal (Flexible Refund Model – Example)

This proposal does not aim to impose a legal obligation, but rather to present a model that institutions may adopt voluntarily.

(1) Basic Concept

Refund policies should be based not only on enrollment period, but also on the **level of actual usage of educational services**.

(2) Example Model

- Within an initial period (e.g., 14 days after enrollment)
 - Full or near-full refund
 - No material access / no system usage
 - High refund rate (e.g., 70–90%)
 - Partial use (materials received, system login, etc.)
 - Partial refund (e.g., 30–70%)
 - Continued use or after a certain period
 - No refund
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(3) Consideration for Institutional Stability

- Fixed administrative fee deduction
- Clear refund request deadlines
- Maximum refund limits

These measures help maintain financial stability and reduce administrative burden.

4. Expected Benefits

- Improved transparency between tuition and services
 - Better student understanding and satisfaction
 - Reduction of disputes
 - Enhanced institutional trust
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5. Conclusion

Although the current system is legally valid and often based on personal responsibility, there remains room for improvement in aligning tuition policies with the actual provision of educational services.

This proposal is presented as a reference model to encourage voluntary improvements in institutional practices.